



# St. Wilfrid's Church of England Primary Academy



## Accessibility Plan 2025 - 2026

**Name of Headteacher:** Mr S. Colothan SENCo: Mrs. K. Newman

**Date of the plan:** September 2025

**Area:** Accessibility

Success Criteria	Proposed Action/ Development	Lead(s)	Time Scale	Resource Implications	Evidence
<ul style="list-style-type: none"> <li>Resources adapted to the specific needs of the individual, including matt laminating pouches to be used to eliminate glare and reflectivity, specific font and font size for visually impaired pupils.</li> <li>Visual overlays, coloured paper and alternate-coloured backgrounds for Smartboards to support children with Irllems syndrome or visual stress</li> <li>Individual iPads to support learning for child accessing PODD (picture exchange) learning</li> <li>Signalong to be use in school by children and staff to support communication</li> <li>Follow recommendations from Sycamore Support Service, Speech and Language and Educational Psychologist to adapt resources and how information is orally delivered - incorporate into Great Teaching at St. Wilfrid's.</li> <li>Use of Widget visuals to support working memory, visual needs and organisation and Focus 5 Learning</li> </ul>	Continue to make improvements in the provision of information in a range of formats for disabled pupils to meet needs	SLT SENDCO All Staff	Ongoing	<p>Matt laminating pouches</p> <p>Visual overlays, coloured paper</p>	<p>Matt lamination of resources in place and used. Appropriate sized font materials used in books.</p> <p>Visual overlays in use and coloured paper or lines in book scrutiny. Buff coloured paper in workbooks where appropriate. IEPs show differentiation strategies in use and register of intervention shows frequency.</p> <p>SALT reports reflect improvement and staff confident in delivering programmes.</p> <p>Children confident to use and respond to Signalong with peers. Adults confident to respond and use Signalong.</p>

<ul style="list-style-type: none"> <li>●Wheelchair use and access ensured to enable pupils to have continued classroom access as needed with risk assessment in place.</li> <li>●Well-being room enabling pupils who have need for break periods to take appropriate breaks and then return to classroom activities.</li> <li>●Fish to support calming strategies.</li> <li>●Sensory room to support self-regulation in KS1, EYFS and children with specific needs.</li> <li>●Recording devices (iPads) available to support pupils with working memory difficulties.</li> <li>●Writing slopes or standing desks and aids to enhance writing position and comfort when writing.</li> <li>●Dyslexia friendly training cascaded to other members of staff through displays and resources.</li> <li>●Spell checkers to support independent checking of work and dyslexia pen available to support independence in reading.</li> <li>●Outreach support for PE to adapt the PE curriculum for physical needs and provision of skills</li> <li>●Support from Landgate Outreach to develop skills of staff in supporting children with autism.</li> <li>●Specific interventions including 'Bucket time' to support development of attention and engagement.</li> </ul>	<p>Continue to improve access to the curriculum</p>	<p>SLT SENDCO All Staff</p>	<p>Ongoing</p>	<p>Fiddle toys, spinners, squeeze balls, massage balls, wobble cushions, weighted blankets, timers, games. Recording devices, batteries for spell checkers.</p> <p>Pencil grips, Y shaped pencils.</p> <p>Sensory toys and activities.</p>	<p>Wheelchair ramps integral to the school building and outdoors Disabled toilets Visual signage</p> <p>Equipment in place and in use in classrooms.</p> <p>Full participation in PE</p> <p>Engagement of visual needs child in extracurricular activities</p> <p>SEN Support plans show variety of strategies to engage autistic children.</p> <p>Engagement of children with additional needs in music lessons.</p>
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<ul style="list-style-type: none"> <li>• Training on Great Teaching at St Wilfrid's to focus on adaptations to the curriculum and teaching to support engagement of all children.</li> </ul>					
<ul style="list-style-type: none"> <li>• Diabetes Nurse supporting school in use of insulin pump</li> <li>• OT support to provide physical aids to support child with need for posture strengthening and support</li> <li>• Communication in place and training for Epilepsy nurses to support needs of child with medical condition and epilepsy</li> <li>• Staff to follow strategies from Rainbow Hub for child needing specific physical support</li> <li>• Understanding of Becker's Muscular Dystrophy is developed</li> </ul>	<p>Further develop medical knowledge to support children with medical needs to remain in school</p>	<p>SLT SENDCO All Staff</p>	<p>Ongoing</p>	<p>Training</p>	<p>Attendance of children with medical needs shows they are being supported in remaining in school. Progress from their own starting point shows</p> <p>Relationships with parents ensure children's needs are known, changes in needs are understood and needs are catered for to ensure full inclusion and pathways for success developed as appropriate.</p>
<ul style="list-style-type: none"> <li>• Involvement in inclusion games to engage children with disabilities in para-Olympic sports that have Olympic pathways and offering additional opportunities for children with additional needs to represent the school on school teams.</li> <li>• Provision of transport to enable children to access Inclusion games festivals and competitions.</li> <li>• Close liaison with PGL to enable full participation of children with physical, medical and dietary needs on school trips.</li> </ul>	<p>Continue to improve access to the wider curriculum including full participation in trips and activities</p>	<p>SLT SENDCO All Staff</p>	<p>Ongoing</p>	<p>Transport costs</p>	<p>Photographs show full participation.</p> <p>Child and parent voice show full inclusion and engagement in process.</p>

<ul style="list-style-type: none"> <li>• Identified pupils to work with speech and language therapists and physio therapists on specific programmes.</li> <li>• Access to fine motor skills programmes to develop motor control in children with dyspraxia. Whole school sports skills development to develop gross motor skills with additional support for dyspraxic children.</li> <li>• Opportunities for children to experience and develop Boccia and other accessibility games.</li> <li>• Classroom adaptations in place and awareness raised to meet the needs of children with hearing aids ensuring that lip reading can take place and that video clips are mouthed by teachers to support lip reading if needed. Specialist teacher to monitor adaptations and support staff and children.</li> </ul>	<p>Continue to personalise the curriculum to meet all learning needs.</p>	<p>SLT SENDCO All Staff</p>	<p>Ongoing</p>	<p>Fine motor skills equipment</p>	<p>Objectives of programmes met. IEPs show awareness of needs. Spreadsheet data shows improvement in motor skills over time. Monitoring of progress of children with hearing needs shows learning. Child interviews and questionnaire show participation. IEPs show awareness of needs by teachers.</p>
<ul style="list-style-type: none"> <li>• Use of adaptive instruments in lessons will enable all children to be fully included in Music</li> </ul>	<p>Purchase of adaptive instruments</p>				<p>Easy grip beaters will help those children who are still working on their fine motor control and beater holding skills. The handles are much larger and wider, making them easier to hold and control.</p> <p>Smaller plastic maracas will be better, as they are lighter weight and require less hand / wrist strength to play.</p> <p>Smaller wooden scraper guiros will mean that the children can hold it successfully in</p>

				<p>one hand, whilst the other hand controls the beater.</p> <p>A set of desk bells will be used instead of tuned percussion or recorders. If we have children who are finding it difficult to match the beater movement to the correct pitched note, or who are having difficulty blowing or moving their fingers on the recorder then they can play these desk bells. The children can be given a limited pitch of bells (or just one bell) and tap it on the top to make it ring. Therefore, using whichever hand and a flat palm to make the sound and enabling them to join in with pitched instrument activities</p> <p>Wak-a-tubes will be used, similar to the desk bells, when using pitched instruments or recorders. Children will be given a limited group of tubes (or even just one) and when they tap the floor with that tube, it will make a pitched note and can be played alongside other tuned instruments.</p>
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**Review date: September 2026**